

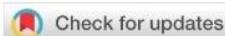
Training on Authentic Assessment Preparation to Improve Teacher Professional on Junior High School Science in Bengkulu City

 Rosane Medriati^{1*},  Andik Purwanto²,  Kashardi³,  Desy Hanisa Putri⁴,  Lenni Mantili⁵

^{1,2,4,5} Universitas Bengkulu, Indonesia

³Universitas Muhammadiyah Bengkulu, Indonesia

✉ ros.medriati@unib.ac.id*



Article Information:

Received September 2, 2023

Revised September 28, 2023

Accepted September 30, 2023

Keywords:

Authentic Assessment;
Professional; Science

Abstract

The background to this Community Service is the difficulty of teachers in designing and implementing assessments, Authentic Assessments and carrying out learning evaluations well. Therefore, a form of socialization and workshops regarding the development of authentic evaluation and assessment is needed to provide skills to teachers in creating science learning tools that are effective in developing authentic assessments in accordance with the 2013 curriculum. The service method is carried out through pre-surveys, literature review, outreach, and workshops. The strategic target audience for this authentic assessment preparation training is science teachers at Public Junior High School Number 11 Bengkulu City (SMP Negeri 11 Bengkulu City). The location for the socialization and workshop is the Laboratory of SMP Negeri 11 Bengkulu City. The results of community service in the form of training and preparation of authentic assessments in accordance with the 2013 curriculum for science teachers at Public SMP No 11 Bengkulu City which have been implemented (1) can improve teachers' abilities to design authentic assessments in accordance with the 2013 curriculum so that teachers can improve their teaching abilities professionally. (2) Teachers can create effective science learning tools and are able to develop authentic assessments that must be in accordance with what has been outlined in Minister of Education and Culture Regulation No. 23 of 2016 so that teachers can implement the tools in the classroom efficiently.

A. Introduction

Assessment is an important aspect of learning. Assessment is a series of systematic and continuous activities to obtain data and information about student learning processes and outcomes (Hafidhoh & Rifa'i, 2021; Putri et al., 2019). Assessment is also used to collect data and information about strengths and weaknesses in the learning process so that it can be used as a basis for decision making and improving the learning process (Imania & Bariah, 2019; Wildan, 2017).

In general, teachers in schools carry out assessments as they are and assessments carried out by teachers generally pay little attention to the process aspect (Cahyadi & Purwandari, 2013; Enggarwati, 2015; Marfuah & Febriza, 2019). The student learning process is an important aspect of assessment. Assessment is not only to determine student learning outcomes but also to find out how the learning process takes place. Based on this reality, there is a need to develop an assessment system that is able to measure students' abilities holistically as learning outcomes and encourage students to learn to develop all their potential and

creativity and apply their knowledge in everyday life. This type of assessment is authentic assessment ([Abdillah et al., 2021; Indriana, 2018; Umami, 2018; Widiatsih et al., 2020](#)).

By examining the achievement of teaching objectives, teachers can find out whether the learning process carried out is effective enough to produce good and satisfying results or vice versa. Teachers should be able and skilled in carrying out assessments, because with assessments teachers can find out the achievements achieved by students after they carry out the learning process. Based on observations of junior high school teachers who took part in Teacher Professional Education Program (PPG) in 2018, it is known that 50% of junior high school science teachers still find it difficult to carry out assessments. The results of these observations show that the mistakes that are often made are making assessment questions unrelated to learning objectives, it is still difficult to differentiate process assessment from product assessment, let alone assessing skills or performance.

In other words, an assessment system like this (authentic assessment) is considered fairer for students as learners because every hard work that students produce will be more appreciated ([Adianto et al., 2020; Ermawati & Taufiq, 2017; Nabilah et al., 2021; Suhendra, 2021](#)). Based on observations at SMP Negeri 11 Bengkulu City, it is known that almost 40% of science teachers have not been able to carry out authentic assessments as required in the 2013 curriculum. Science teachers have difficulty developing assessment rubrics, both process assessments and skills assessments.

Based on the background above, the aim of this community service is For: (1) Developing teacher knowledge in designing Authentic Assessments in accordance with the 2013 curriculum. So that in the future teachers can improve their ability to teach professionally, (2) Providing skills to teachers in creating effective science learning tools to develop authentic assessments in accordance with the 2013 curriculum, so that in the future teachers will apply the 2013 curriculum correctly

B. Methods

The service activities carried out are in the form of: (1) Stage I, Preliminary Study, carrying out pre-survey activities at SMP Negeri 11 Bengkulu City schools, discussions with science teachers at SMP Negeri 11 Bengkulu City, identifying existing problems in schools faced by science teachers at SMP Negeri 11 Kota Bengkulu. This followed by conducting a literature review, examine the results of research that has been carried out at SMP Negeri 11 Bengkulu City, collect all materials related to the activities that will be carried out, especially regarding evaluation and Authentic Assessment. (2) Stage II, socialization. The aim of this socialization is to reintroduce the results of the 2013 curriculum revision regarding Authentic Assessment, which not everything is known by science teachers at SMP Negeri 11 (especially how to design, how to implement and how to evaluate the results of implementing authentic assessment). (3) Stage III, Workshop. This workshop activity is to train teachers to develop learning tools by developing authentic assessments, so that each participant at the end of the workshop activity produces 2 products, first an Authentic Assessment design, second a learning tool by developing an Authentic assessment. (4) Stage IV, Assistance and guidance to science teachers at SMP Negeri 11 Bengkulu City to implement the Authentic Assessment that has been developed in the learning tools. (5) Stage V, Evaluation stage, at this stage what will be evaluated are activities that have been implemented so that they can produce effective learning tools by developing Authentic Assessments in accordance with the 2013 curriculum. so that each participant at the end of the workshop activity produces 2 products, first an Authentic Assessment design, second a learning tool by developing an Authentic assessment.

C. Results and Discussion

Community Service Activities at SMP Negeri 11 Bengkulu City in the form of training and preparation of Authentic Assessments in Science Learning to Improve the Professionalism of Science Teachers Implementing the 2013 Curriculum were enthusiastically welcomed by all teachers of SMP Negeri 11 Bengkulu City. This community service is a continuation of activities for several years Last time the team carried out Community Service regarding the 2013 Curriculum Structure at SMP Negeri 11 Bengkulu City, the principal and teachers asked for socialization and workshops regarding authentic assessment. And, eventually it was achieved. Based on the results of interviews with teachers, they had great difficulty in developing authentic evaluations and assessments even though most of them had attended K-13 training carried out by the National Education Department. This service was carried out in the laboratory of SMP Negeri 11 Bengkulu City, the participants were very enthusiastic. Initially, this activity was only specifically for science teachers, but due to many requests, mathematics teachers also took part.

The socialization activities started with material about authentic assessment in learning, the instructor explained in detail how important it is for authentic assessment to be carried out to develop children's potential to the maximum, then continued with material about assessment in learning, the instructor explained to the teachers that there was a striking difference between assessments and measurements and evaluations that have been carried out by teachers in schools. The third socialization material is about portfolio assessment in junior high schools.

The discussion activity took place in the spirit of many questions arising from the teachers, most teachers found it difficult to carry out authentic assessments in classes with study groups of more than forty-five students in one class. During the socialization, the teachers were actively involved in interacting, most teachers still used the old assessment system in learning.

Authentic assessment preparation activities are more interesting for teachers compared to socialization activities. Teachers are guided to develop assessment rubrics and arrange them in learning tools. Even though the training location was quite hot, this did not reduce the enthusiasm of the participants to try to create learning tools that met the demands of educational process standards. When preparing learning tools, we still encounter teachers who don't know how to create correct learning objectives in accordance with process standards, namely containing elements (Audience, Behavior, Condition, Degree), and are still confused about the operational words used appropriately. with Bloom's Taxonomy levels. It is during this socialization that the instructor guides the teachers to create the correct learning tools.

During the workshop activities, teachers are guided to create lesson plans that pay attention to the assessment system which refers to Minister of Education and Culture Regulation No. 23 of 2016, concerning Assessment Standards, which includes aspects of knowledge, attitudes and skills. This activity is really needed by teachers, because during the training and preparation activities, many questions arise about how to develop a rubric for assessing students' attitudes and skills.

The tools that have been created by the teacher are then applied in the classroom through guidance from the instructor. Even though it is in the form of a simulation, the teacher is still a little hesitant or afraid to be observed, but the instructor tries to ensure that all of this is only as assistance or guidance to the teacher to be able to carry out the learning process properly and correctly in accordance with applicable regulations.

Discussions with teachers started to develop into teaching materials, teachers stated that they were very hampered by a shortage of books for carrying out the learning process, teacher books and student books at school could only be used at school and students could not take them home. so that students' mastery of science material is very poor. The teacher asked for a workshop activity at SMP Negeri 11 Bengkulu City regarding making teaching materials. This request is a consideration for the team for the next community service. Hopefully this activity will continue, God willing.

The end of the community service activities at SMP Negeri 11 Bengkulu City is expected to broaden teachers' insight into becoming professional teachers who are able to have professional competence, especially in carrying out authentic evaluations and assessments which have been developed in the 2013 curriculum. Science teachers who have taken part in the socialization and workshop can convey their knowledge to other science teachers through the Subject teacher deliberation Association (MGMP).

D. Conclusions

Based on the results of community service that has been carried out, it can be concluded that: (1) training and preparation of Authentic Assessments in accordance with the 2013 curriculum for Science Teachers at SMP Negeri 11 Bengkulu City can improve the ability of teachers to design Authentic Assessments in accordance with the 2013 curriculum so that teachers can improve their teaching abilities professionally. (2) The form of science learning tools that are effective in developing authentic assessments must be in accordance with what has been outlined in Minister of Education and Culture Regulation No. 23 of 2016, concerning Assessment Standards, through designing assessment strategies by educators carried out when preparing learning implementation plans (RPP) based on the syllabus by including assessment of attitude aspects, assessment of skills, assessment of knowledge aspects.

E. Acknowledgments

Thanks are addressed to all parties involved in community service activities at the University of Bengkulu

References

Abdillah, F., Sulton, S., & Husna, A. (2021). Implementasi Penilaian Autentik Dalam Kurikulum 2013. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 4(1), 41–50. <https://doi.org/10.17977/um038v4i12021p041>

Adianto, S., Ikhwan, M., & Oye, S. (2020). Penilaian Autentik Pada Kurikulum 2013 Dalam Pembelajaran Tematik Di Sekolah Dasar. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran)*, 7(2), 133–142. <https://doi.org/10.17977/um031v7i22020p133>

Cahyadi, F., & Purwandari, A. (2013). Penilaian Autentik Mata Pelajaran Matematika Kurikulum 2013 Guru Kelas Iv Kota Semarang Oleh: Fajar Cahyadi, Apriliana Purwandari Universitas Pgri Semarang. *Jurnal Malih Peddas*, 4(2), 35–42. <https://doi.org/10.26877/malihpeddas.v4i2.537>

Enggarwati, N. S. (2015). Kesulitan Guru Sd Negeri Glagah Dalam Mengimplementasikan Penilaian Autentik Pada Kurikulum 2013. *Jurnal Pendidikan Guru Sekolah Dasar*, 4(12), 1–10. [Google Scholar](#)

Ermawati, S., & Taufiq, H. (2017). Penilaian Autentik dan Relevansinya dengan Kualitas Hasil Pembelajaran (Persepsi Dosen dan Mahasiswa IKIP PGRI Bojonegoro). *Jurnal Pendidikan Ilmu Sosial*, 27(1), 92–103. <https://doi.org/10.2317/jpis.v27i1.5123>

Hafidhoh, N., & Rifa'i, M. R. (2021). Karakteristik Penilaian Pembelajaran Pada Kurikulum 2013 Di Mi. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(1), 10–16. <https://doi.org/10.58518/awwaliyah.v4i1.673>

Imania, K. A., & Bariah, S. K. (2019). Rancangan Pengembangan Instrumen Penilaian Pembelajaran Berbasis Daring-Design of Development of Online-Based Learning Assessment Instruments. *Jurnal Petik*, 5(1), 31–47. <https://doi.org/10.31980/jpetik.v5i1.445>

Indriana, D. (2018). Evaluasi Pembelajaran dan Penilaian Autentik dalam Pembelajaran Bahasa Arab. *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, 10(2), 34–52. <https://doi.org/10.32678/al-ittijah.v10i02.1245>

Marfuah, A., & Febriza, F. (2019). Penilaian Autentik pada Pembelajaran Pendidikan Agama Islam (PAI) di Sekolah dan Perguruan Tinggi. *Fondatia*, 3(2), 35–58. <https://doi.org/10.36088/fondatia.v3i2.301>

Nabilah, N., Karma, I. N., & Husniati, H. (2021). Identifikasi Kesulitan Guru dalam Melaksanakan Penilaian Autentik pada Kurikulum 2013 di SDN 50 Cakranegara. *Jurnal Ilmiah Profesi Pendidikan*, 6(4), 617–622. <https://doi.org/10.29303/jipp.v6i4.298>

Putri, D. A., Irwansyah, M. A., & Pratama, E. E. (2019). Rancang Bangun Sistem Informasi Pengolahan Nilai Rapor Berbasis Website pada SMP Negeri 16 Pontianak. *Jurnal Sistem Dan Teknologi Informasi (JUSTIN)*, 7(4), 220–227. <https://doi.org/10.26418/justin.v7i4.30921>

Suhendra, A. (2021). Implementasi Penilaian Autentik Dalam Pembelajaran Di Sekolah Dasar. *Dirasatal Ibtidaiyah Vol.*, 1(1), 85–97. <https://doi.org/10.24952/ibtidaiyah.v1i1.3724>

Umami, M. (2018). Penilaian Autentik Pembelajaran Pendidikan Agama Islam dan Budi Pekerti dalam Kurikulum 2013. *Jurnal Kependidikan*, 6(2), 222–232. <https://doi.org/10.24090/jk.v6i2.2259>

Widiatsih, A., Wulandari, R., & Muarif, S. (2020). Pemanfaatan Google Classroom dalam Penilaian Autentik Studi Kasus SD Negeri Sidomulyo 05 Silo Kabupaten Jember. *Rekayasa*, 13(2), 187–196. <https://doi.org/10.21107/rekayasa.v13i2.5904>

Wildan, W. (2017). Pelaksanaan Penilaian Autentik Aspek Pengetahuan, Sikap Dan Keterampilan Di Sekolah Atau Madrasah. *Jurnal Tatsqif*, 15(2), 131–153. <https://doi.org/10.20414/jtq.v15i2.3>

Copyright Holder

© Medriati, R., Purwanto, A., Kashardi, K., Putri, D. H., & Mantili, L.

First publication right :

Jurnal Pengabdian Kepada Masyarakat

This article is licensed under:

